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| Project Overview page 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name of Project:** | | | Free will versus fate | | | | | | | | | | | | | | | | **Duration:** | | | Start of 4th nine weeks | | | | | | |
| **Subject/Course:** | | | **Biology** | | | | | | | **Teacher(s): Solomon, V, Stuges, Q** | | | | | | | | | **Grade Level:** | | | Mostly Tenth | | | | | | |
| **Other Subject Areas to Be Included:** | | | English II, Foreign Language, Auto Tech, Life Skills | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Project Idea**  Summary of the issue, challenge, investigation, scenario, or problem: | | | Portfolio—Biology: two college-level lab reports; Auto: interplay of laws and oil and auto care; Foreign Language: Term paper; English: persuasive speech related to essential question  Life skills: Country Music Hall of Fame | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Essential Question** | | | Is change always a choice? | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Content Standards** to be taught and assessed**:** | | | Biology: 3210 Inq.2, 3210 Inq.3, 3210 Inq.4, 3210 Inq.5, 3210 4.4-4.8; Auto Trans Core: 9.0-9.5; Foreign Language 1-5; English: | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | **T** | **A** | **E** |  | | | | | | | | | **T** | | **A** | | | **E** |
| **Professional (21st Century) Skills** to be taught, assessed and/or encouraged**:** | | | Collaboration | | | | | | | |  |  |  | Other: | | | | | | | | |  | |  | | |  |
| Communication (Oral Presentation) | | | | | | | |  | X |  |  | | | | | | | | |  | |  | | |  |
| Critical Thinking/Problem Solving | | | | | | | |  |  | X |  | | | | | | | | |  | |  | | |  |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Major Products & Performances** | Group: | | | Auto: group presentations on findings concerning the force of change imposed through governmental relations! | | | | | | | | | | | | | | | | **Presentation Audience**   **Presentation Audience:**      Class   School | | | | | | | | |
| X | Class | | | | | | | |
|  | School | | | | | | | |
|  | Community | | | | | | | |
| Individual: | | | Lab reports, foreign language portfolio, persuasive speech on essential questions (can pull in evidence from any of their classes) | | | | | | | | | | | | | | | |  | Experts | | | | | | | |
| X | Web | | | | | | | |
|  | Other: | | | | | | | |
| Project Overview page 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Entry Event** to  launch inquiry,  engage students: | | English II role play/scenarios  Prison panel: fate vs. free will | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessments** | | **Formative Assessments**  (During Project) | | | |  | | Quizzes/Tests | | | | | | | |  | | Practice Presentations | | | | | |  | | |
|  | | Journal/Learning Log | | | | | | | | X | | Notes | | | | | |  | | |
|  | | Preliminary Plans/Outlines/Prototypes | | | | | | | | X | | Checklists | | | | | |  | | |
|  | | Rough Drafts | | | | | | | |  | | Concept Maps | | | | | |  | | |
|  | | Online Tests/Exams | | | | | | | |  | | Other: | | | | | |  | | |
| **Summative Assessments**  (End of Project) | | | | X | | Written Product(s), with rubric:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | X | | Other Product(s) or Performance(s), with  rubric:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |  | | |
| X | | Oral Presentation, with rubric | | | | | | | | X | | Peer Evaluation | | | | | |  | | |
| X | | Multiple Choice/Short Answer Test | | | | | | | |  | | Self-Evaluation | | | | | |  | | |
|  | | Essay Test | | | | | | | |  | | Other: | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Resources Needed** | | **On-site people, facilities:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Equipment:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Materials:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Community resources:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
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| **Reflection Methods** | | **(Individual, Group, and/or Whole Class)** | | |  | | Journal/Learning Log | | | | | | | | X | | Focus Group | | | | | |  | | |  | | |
| X | | Whole-Class Discussion | | | | | | | |  | | Fishbowl Discussion | | | | | |  | | |  | | |
|  | | Survey | | | | | | | |  | | Other: | | | | | |  | | |  | | |